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ABSTRACT

The Rochester (New York) School-to-Work Transition Initiative introduces career opportunities and choices to students from prekindergarten through 12th grade and beyond by preparing them for the workplace. The initiative helps students identify their interests and a career direction and enables them to pursue the education and technical training needed to succeed in the world of work. Key features of the initiative include the following: (1) a curriculum that develops academic and work skills based on standards defined by schools and employers; (2) consistent delivery of career development information; (3) structured work-based experiences that provide all students with career information and work skills; (4) a coordinated support network that is linked to schools and relies on parents, employers, and social service agencies to assist youth; (5) a choice of direction that youth would like to take by 10th grade; and (6) the develoment of industry, or trade-focused technical training linked to the labor market for all 11th and 12th graders choosing that path. Among the initiative's accomplishments are the following: a model and implementation plan for school-to-work transition; defined school leaving outcomes and curriculum linking school to work; more then 350 partnerships between schools and employers; tech prep programs initiated between two high schools and a community college; and youth advocates who work closely with at-risk students. Major projects and activities planned for the 1994-95 school year include developing new partnerships, expanding youth apprenticeship programs, increasing the number of youth advocates, and providing orientation and staff development and training for teachers and administrators. (The report includes a list of the 22 products developed by the project, a chart of activities, a list of definitions, and a flowchart describing the framework of the School-to-Work Transition Initiative.) (KC)

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ED 378 415

The Rochester (NY) School-to-Work Transition Initiative

The Rochester School-to-Work Transition Initiative introduces career opportunities and choices to students from preK through twelfth grade and beyond by preparing them for the workplace. By bringing school and work together in all classrooms and in the community, the School-to-Work Transition Initiative helps prepare students for meaningful careers. It helps students identify their interests and a career direction and enables them to pursue the education and technical training needed to succeed in the world of work. The Rochester City School District is building on school-to-work connections that already exist in the Rochester community and is integrating the school-to-work transition component into other District strategic restructuring initiatives.

Key features of the Rochester School-to-Work Transition Initiative include:

- a preK-12 curriculum that develops academic and work skills based on standards defined by schools and employers and benchmarked to the highest in the world;
- consistent delivery of career development information;
- structured work-based experiences that provide all students with career information, work skills and technical skills;
- a coordinated support network that is linked to schools and relies on parents, mentors, employers, youth advocates and social service agencies to assist youth;
- a choice of direction that youth would like to take by tenth grade; and
- the development of industry, broad occupational or trade-focused technical training that is linked to careers and the labor market for all eleventh and twelfth graders choosing this educational path.

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The Rochester School-to-Work Transition Initiative is an outgrowth of the National Center on Education and the Economy's *America's Choice: high skills or low wages!* and *High Expectations: What Rochester Students Should Know and Be Able to Do* reports. Both reports decried the lack of a school-to-work transition system and young adults' lack of work readiness, including academic and technical skills.

In March 1991, the National Center formed the School-to-Work Transition Task Force — a group composed of 35 individuals representing 26 organizations from throughout the Rochester community — to prepare a model for improving the transition of young people from school into the workplace. The Task Force laid out the 10-year plan — which included a definition of a school-to-work model and an implementation plan — for the Rochester City School District to improve the way it prepares students. In late October 1991, the Board of Education gave the District approval to proceed in implementing the school-to-work model.

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In July 1992, the District appointed Dorothy Pecoraro as Director of School-to-Work Transition to lead the District's efforts to design and implement the school-to-work transition model and integrate it into the District's restructuring strategy. Ms. Pecoraro has convened an advisory board that includes representatives from business and industry, post-secondary education, profit and non-profit employers, teachers, administrators, students, parents and District staff. In Spring 1993, the Board adopted a formal school-to-work transition policy. In August 1993, the District was chosen as one of 12 New York State Workforce Preparation pilot sites. In August 1994, the District was awarded a federal School-to-Work Transition Local Partnership Grant.

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The District's Director of Workforce Preparation and Director of School-to-Work Transition Initiative work with the Rochester Business Education Alliance to obtain broad-based employer involvement in the School-to-Work Transition Initiative. The Rochester Business Education Alliance (RBEA) is an employer group committed as a strategic partner with the school system and local governments to continuously improving the quality and cost effectiveness of education for students thereby improving the global competitiveness of employers and the community as a whole. The RBEA has three main areas of focus: standards and curriculum; school-to-work transition; and high performance organization.

In addition, the District is connected to and involved in national efforts as a member of the National Center's National Alliance for Restructuring Education. In conjunction with its membership in the National Alliance, the District is one of three primary sites funded by the New American Schools Development Corporation to create break-the-mold schools and systems. The District Superintendent has chosen 12 Community Alliance Schools — eight elementary, two middle and two high schools — to implement five design components that the National Alliance on Restructuring Education defined as essential to restructuring education. School-to-work transition is one component.

Accomplishments

Among Rochester School-to-Work Transition Initiative's many accomplishments are:

- *A School-to-Work Model and a Foundation on Which to Build Implementation Efforts.* Rochester has a model and an implementation plan for school-to-work transition. At some schools, a school-to-work coordinator, school-to-work teams and partnership management teams are working to build school and work connections at every level. Rochester was chosen by New York State as one of 12 Workforce Preparation pilot sites across the state because of its work to implement school-to-work transition.

- *Defined School Leaving Outcomes & Curriculum Linking School to Work.* A Rochester Business Education Alliance/District Committee has defined the applied learning/work skills competencies and school leaving outcomes for students and incorporated these competencies and outcomes into the District's curriculum and instruction strategic framework.

  The District is using Junior Achievement curricula in elementary and middle schools to begin teaching applied learning skills to students. 'School Is Work' and 'Articulated Career Guidance' programs are also being used.

- *Partnerships.* More than 350 partnerships currently exist in city schools. Many area employers have formed partnerships with schools to provide opportunities for school-to-work transition activities. District and National Center staff prepared the *Partnership Guidebook: A Resource Manual for the Rochester Community to Learn, Work and Succeed Together*, which details the benefits of different types of partnerships and the steps to take to establish a successful partnership.

- *Technical and Professional Training, Including Tech Prep and Youth Apprenticeship.* In conjunction with Monroe Community College, the Rochester City School District is piloting Tech/Prep programs in allied health and financial services in two high schools — Franklin and East — in 1993-94.

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Using a youth apprenticeship model developed by the Rochester Youth Apprenticeship and Work-Based Learning Subgroup, the District successfully launched a skilled trades youth apprenticeship in July 1993 at Eastman Kodak with Edison Technical and Occupational Education Center students. In August 1994, Rochester General Hospital and Strong Memorial Hospital will start health care youth apprenticeship program with Franklin High School's Bioscience and Health Care Careers Academy. A manufacturing youth apprenticeship program, headed by Bausch & Lomb, is in the development stage and is expected to begin by September 1995.

- *Youth Advocates as Part of a Coordinated Support Network Linked to Schools.* The nationally recognized Rochester Work-Scholarship Connection, created by Wegmans Food Markets, provides work readiness training, youth advocates, mentors and employment to at-risk students. Funded by an employer sponsor, the youth advocate is a full-time professional who works closely with 25 to 30 students from middle through high school. The goal is to help them become successful students, employees and citizens by focusing family, school, employer, social and community resources.

Major Projects/Activities Planned for 1994-95

- *Developing new partnerships with employers to provide key resources such as people, instructional support and enrichment, curriculum development, work-based experiences and incentives for student achievement.* Some specific needs include: mentors; tutors; access to workplaces for learning; teacher/worker exchange or job shadowing opportunities for students and teachers; and performance task development to incorporate applied learning competencies. Expansion of Junior Achievement curriculum is also planned.

- *Expanding Youth Apprenticeship Programs.* The goal is to increase the number of students involved by increasing the number of placements in employer organizations. Plans call for the continuation and development of youth apprenticeships in multiple industries, including skilled trades, health care, manufacturing, finance, retail management, construction, etc.

- *Expanding the Work-Scholarship Connection to affect more students.* The plan increases the number of youth advocates that support middle school students. In this model, each student would also receive a job and a work-site mentor. The Rochester Business Education Alliance has made this one of its main goals this next year. Other goals include orientation and training for mentors and tutors.

- *Providing orientation, staff development and training for teachers and administrators.* Efforts to orient and train teachers, administrators and guidance counselors on the District's student outcomes and school-to-work transition initiative are essential to systemic reform. Staff development and training in new instructional strategies and assessments has also begun and will be continued.

For more information, contact Dorothy Pecoraro, Director, School-to-Work Transition Initiative, 716-262-8389, or Cathy Spangenburg, National Center on Education and the Economy, 716-546-7620.

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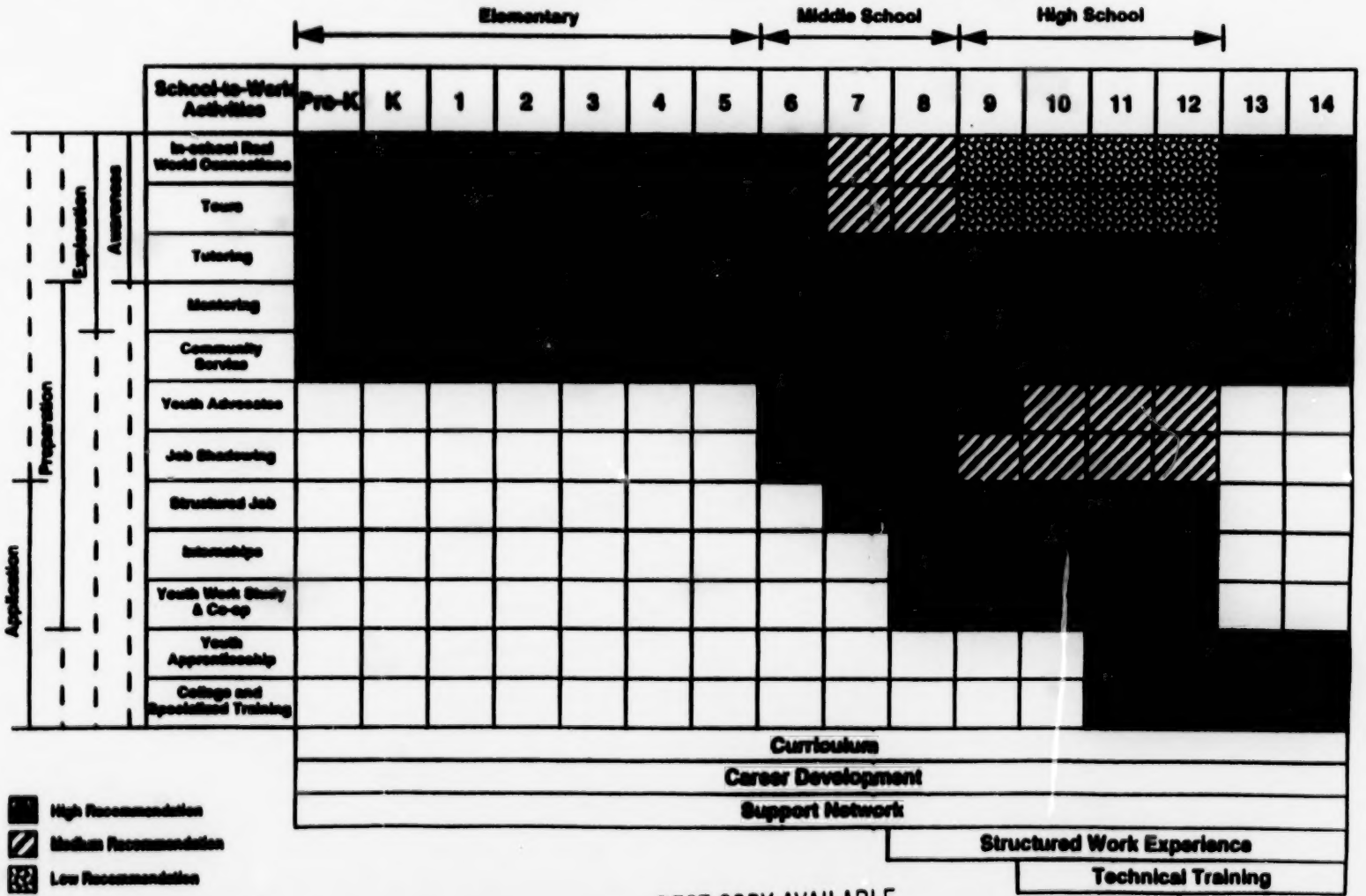
ROCHESTER'S SCHOOL-TO-WORK TRANSITION PRODUCTS

- *The Rochester School-to-Work Transition Initiative: A Proposal*, October 1991
- Rochester's School-to-Work Transition Initiative Overview and Status Update — includes matrix of STWT activities with definitions and Organizational Infrastructure Chart
- School-to-Work Transition Initiative Strategic Framework, 1993-94
- *Rochester Area Youth Apprenticeship Model*, January 1993
- Youth Apprenticeship Program Implementation Process Timeline, February 1994
- STWT Video, January 1994
- STWT Brochure, January 1994 (English and Spanish versions)
- STWT Initiative Overhead Presentation Materials, January 1994 — includes definitions, goals, overview on youth apprenticeship model, etc.
- Rochester Board of Education STWT Policy Statement, March 1993
- *Partnership Guidebook: A Resource Manual for the Rochester Community to Learn, Work and Succeed Together*, December 1993.
- Case Studies of STWT Programs and Youth Apprenticeship Program Updates
- Applied Learning Skills and Draft Evaluation Tool, August 1993
- School Partnership Survey Questionnaire and Report on Results, 1992-93
- Professional Development Related to School-to-Work Transition — includes definitions of professional development activities
- Eastman Kodak Company/Edison Technical High School's Skilled Trades Youth Apprenticeship Program Brochure and Handbook, July 1993
- Health Care Youth Apprenticeship Workblock Notebook: *The Technical and Applied Learning Skills, Career Opportunities and Terminology in Seven Occupational Areas*, August 1994
- Health Care Youth Apprenticeship, A Student Employee Handbook, *On the Job With Success in Health Careers*, August 1994
- Youth Apprenticeship in Health Care Application Packet, August 1994
- Bioscience and Health Careers Academy at Benjamin Franklin High School Q & A Interview Guide, August 1994
- Health Care Youth Apprenticeship Program Brochure, February 1994 — program still being developed
- Work Based Learning Resource Manual, August 1994
- Rochester Business Education Alliance Leaving Outcomes/Standards Team Report to the Rochester Board of Education, March 1993

For copies of these products, please contact Dorothy Pecoraro, Director, School-to-Work Transition Initiative, Rochester City School District, 131 West Broad Street, Rochester, New York, 14614, 716-262-8389, or Cathy Spangenburg, National Center on Education and the Economy, 39 State Street, Suite 500, Rochester, New York, 14614, 716-546-7620.

School-to-Work Transition

School-to-Work Transition Activities



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Definition of School-to-Work Transition Activities

In-school Real World Connections:	In support of a student's career awareness, career exploration, personal planning and personal development, representatives from employers/community agencies may participate in developing skills, acting as role models, visiting classes, demonstrating projects, organizing hands-on projects, conducting lectures, and providing explanations of equipment design and use.
Tours:	Structured and meaningful visits to worksites to observe the workplace and workplace skills in action.
Tutoring:	Specific help on academic skills.
Mentoring:	A trusted coach, guide, confidant, either in or outside of the workplace, who, over a period of time, supports the student in mastering systems, processes, behaviors and skills.
Community Service:	Unpaid or volunteer experience for students to: build understanding of the public sector, non-profit organizations or community agencies; contribute their skills to community service; and develop the skills, behaviors and values required by community service organizations.
Youth Advocates:	A full-time professional adopts 25 to 30 middle school students and works with them intensively for four to five years to help students become successful as students, employees and citizens. The advocate focuses the resources of family, school, worksite, health, church and community for students.
Job "Shadowing":	A student spends time during the workday with an expert of a certain trade, craft or profession, observing the expert's application of specific worksite behaviors and skills.
Structured Job:	A part-time, paid, structured work experience that is designed to enhance a young person's understanding of the worksite, worksite skills and behaviors, and the links between school and work. Helping the student is a mentor who supports the student in mastering systems, processes, behaviors and skills.
Internship:	As part of a worksite learning experience of several weeks or months, a student works on a specific task or project in order to become familiar with the worksite, worksite skills and behaviors and their application to academics (or vice versa).
Youth Work Study and Co-op:	Paid work experience related to students' course of study for credit where students learn and perform occupational skills on the job.
Youth Apprenticeship:	A strategy that combines supervised, structured on-the-job training in a bonafide and documented employment setting with related theoretical instruction. It is sponsored by employers and labor management groups that have the ability to hire and train. This education and training strategy leads to the youth apprentice's high school graduation and counts toward advancement in an apprenticeship program and/or a post-secondary certificate or associate's degree program.
College and Specialized Training:	Post-secondary courses of study and training necessary to pursue a particular career path.

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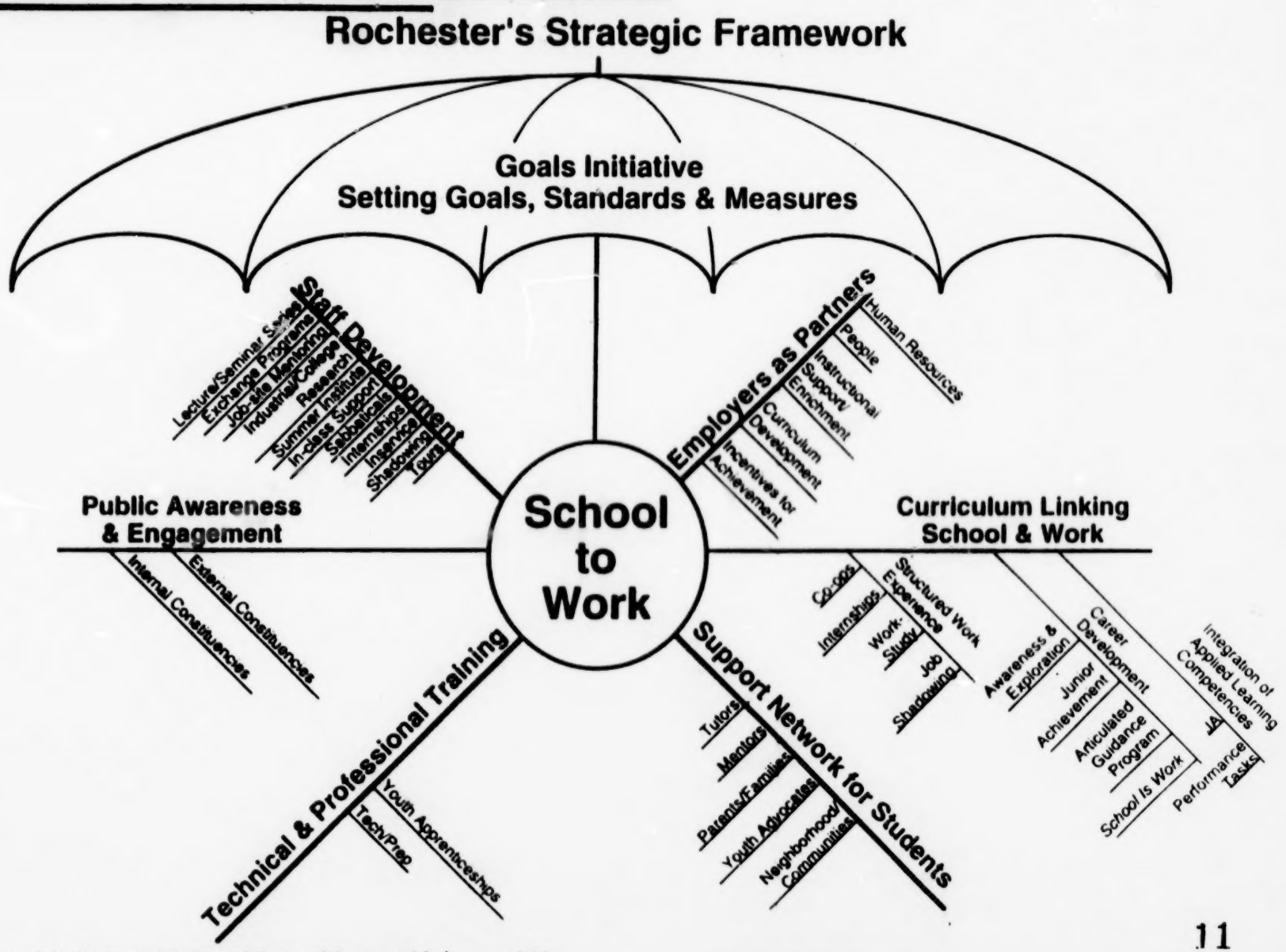
School-to-Work Transition



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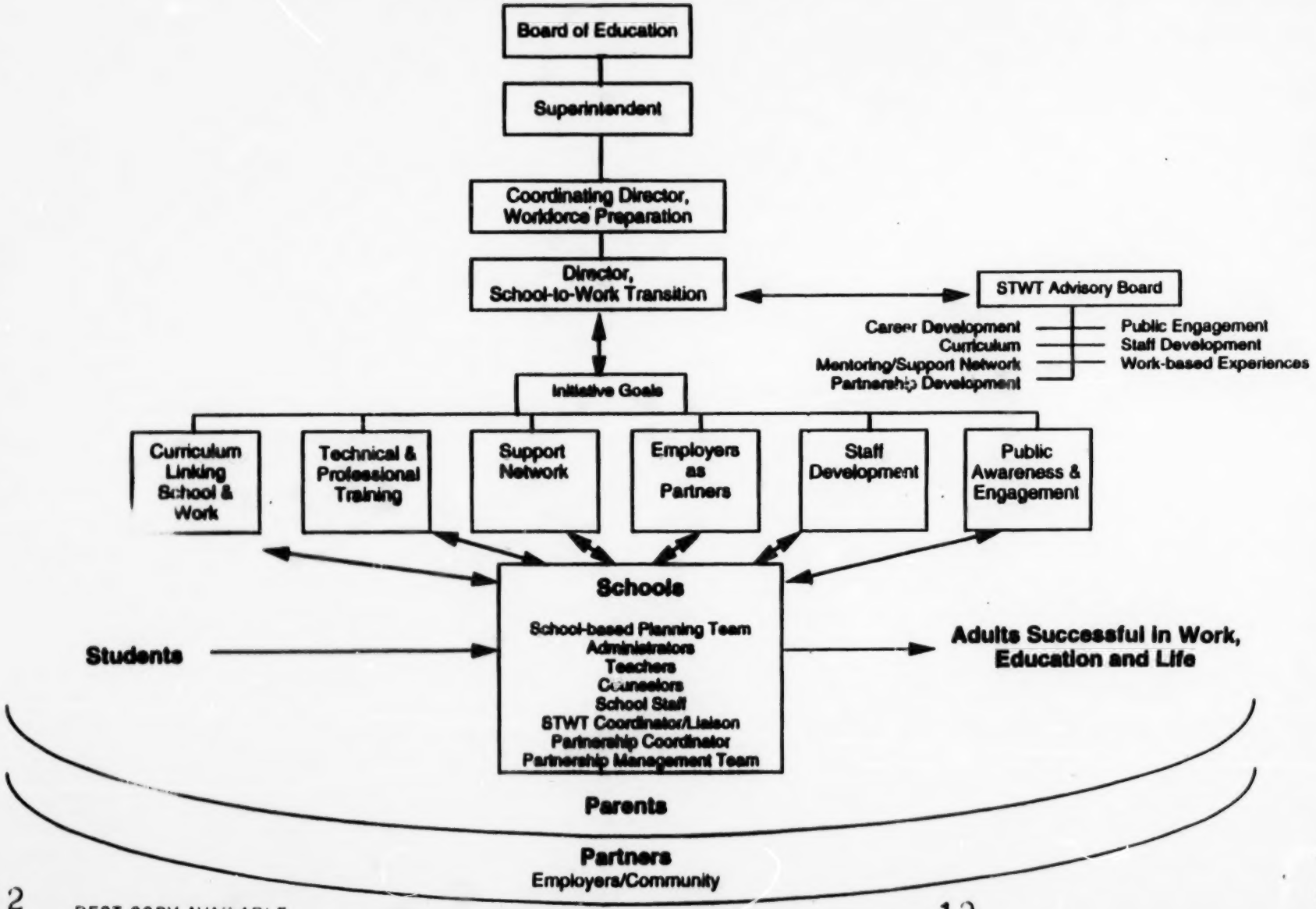
Rochester City School District School-to-Work Transition
Organizational Infrastructure



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